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ABSTRACT

This package has been developed as a resource guide and training aid to assist school administrators who want to improve school-community relations, to involve people meaningfully in decision-making, and to create learning experiences of quality in the community's lifelong educational process. The guidebook lists steps for identifying formal and informal community leaders, community problems, and community resources. A detailed plan is outlined for recruiting, training, and supervising volunteer interviewers. These interviewers conduct short interviews with those in formal community leadership positions and those with less formal influence. Interviewers ask community leaders to list helpful, successful, and representative community people. Respondents are also asked to identify important local problems as well as resources that should be used in dealing with community problems. Information gathered can be used to improve school-community communications, to facilitate change, to orient new administrators, to provide current information about communities undergoing rapid growth, and to select advisory committee members. The appendix includes copies of survey forms and data tabulation forms. (Author/JM)

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COMMUNITY LEADERSHIP

how to find it and make it work for you

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HOW TO IDENTIFY

COMMUNITY LEADERS, PROBLEMS, RESOURCES

A MODEL GUIDEBOOK

Resource Materials and Training Aids

Developed and Written

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Second Revision

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INTRODUCTION

PREFACE

This guidebook describes a community leadership, problem and resource identification process: The model is a variation of I.T.Sander's procedure for determining community leadership based upon reputation. It was initially adapted for use by twelve Mott Foundation Community Education Interns from Eastern Michigan University under the direction of Dr. Clyde LeTarte in 1970-71. It has been further refined over four (4) years of field testing in six school districts.

PURPOSE

This guidebook outlines a field-tested model for planning and implementing a community leadership/problem and resource identification project within a community. Although many persons could benefit from using this tool, it is designed for the school administrator who wants a context evaluation of the community's leadership and its perceptions of community problems and resources.

The model is consistant with the philosophy of Community Education, i.e. that of facilitating community involvement in educational and community decision-making and development.

The model is presented in a detailed but by no means totally comprehensive manner. Careful consideration should be given to its adaption to the user's local environment.

The model specifically outlines how community leadership, problems and resources can be identified. While the model generally describes a number of methods for data usage and the expected results of each, it does not delineate each method in detail.

WHY CONDUCT THE COMMUNITY LEADERSHIP PROBLEM, RESOURCE IDENTIFICATION PROCESS

A problem basic in American community life is determining how community members can bridge the gap between what the community would like to do and what it actually does. To close this gap, the identification of the community's leadership and its attitude toward local problems and resources is an important first step. By involving the community and its leadership in problem solving activities, the gap between community life as it exists and that which it professes is narrowed.

The community does have significant impact upon the operation and effectiveness of its schools. Similarly, the school can have a great and positive impact upon the community. Educational leaders must make constructive use of the community to improve both the school and the environment from which its students come. To accomplish this task, schools need to understand the community and its leadership.

If we believe that education is a lifelong process, then opportunities need to be provided that facilitate that continuous process. If we believe that the school plays a primary role in the educational process, then the school's curriculum must be based upon an analysis of the community's needs, interests, and concerns. If we believe that the school can have an impact on the community, then the school needs to facilitate the bringing together of community resources to deal with community problems. If we believe one of the goals of education is the teaching of democracy, then schools must exemplify and facilitate the democratic process both in and out of the classroom. If we believe that the primary cause of school/community problems is a lack of mutually agreed upon goals, then the school needs to make concerted efforts to improve communications. And finally, if we believe the school administrator's effectiveness and survival hinges upon the extent of his or her understanding of the community, then s/he needs to:

(a) Know community politics
(b) Develop effective school/community communications
(c) Implement programs and activities that meet needs and receive community endorsement
(d) Create positive change
(e) Develop supportive community leadership
(f) Get the job done without overly compromising personal beliefs

As an example, the selection of advisory committee members is crucial to the success of community participation with the school. According to the National School Public Relations Association, "Generally the more informal the selection process the less substantive the committee's contribution to the school district; whereas the more structured the selection process, the more substantive the contribution."[1]

The school's leadership needs to gain an understanding of the community to develop a method of carefully selecting representative members of advisory councils. Once selected, members should be involved in meaningful activities. Some primary causes for advisory committee failure are that they do not deal with real problems and that they do not establish goals and objectives to help resolve problems -- which result in apathy. As a result, the school district needs to find out the real community problems. Projects and activities that result through council advice are products of an effective communication system and have the endorsement of representative community leadership. This guidebook discusses a tool -- the Community Leadership, Problem, Resource Identification Model that identifies the community's formal and informal leaders, problems and resources. These leaders, as advisory committee members, are those who are in a position to mobilize the community toward making effective, positive change in school and community life. The identified problems and resources become information for advisory committees to use in the development of sound recommendations.

This package has been developed as a resource guide and training aid to assist school administrators who want to improve school community relations and communication, to involve people meaningfully in decision making, and to create learning experiences of quality in the community's lifelong educational process. This tool provides a context evaluation of community leadership so that school administrators, as leaders, can use the gathered data to help the community bridge the gap between what it wants to do and what it does.

ASSUMPTIONS

Assumptions about this guidebook and its use are:

1. The guidebook is a useful tool for the school's leadership that recognizes the need to gain an understanding of the community and to involve the community in a decision making process.

2. The usefulness of the data is proportional to the depth of the community study.

3. The eventual benefits possible as a result of this project depends heavily upon the roll of the project coordinator. He or she must either have the skills to involve people, creatively and meaningfully, in a process to improve their community or must be willing to expend the time necessary to gain those skills.

LIMITATIONS

While this guidebook attempts to comprehensively describe the model, it is not all inclusive.

The guidebook limitations include:

1. This guidebook does not tell how to utilize the data beyond providing a context evaluation of the community's leadership and its attitudes toward community problems and resources. It does suggest possible alternatives for application.

2. This guidebook focuses on only one model that is a variation of a reputational method for identifying community leadership It does include components of positional and decision making models for identifying community leadership.

DEFINITIONS

The following terms are here described as they are used in this guidebook.

1. Formal Leaders: Formal leaders are those who are elected or appointed to major and obvious community leadership positions. This includes city, township, and county government; school board members; chief school administrators; and officers of agencies and organizations.

2. Informal Leaders: Informal leaders have leadership given or abscribed to them both by the formal community leadership and by other community members, because they say or do things that reflect the values of the community and/or its segments. Informal leadership is not restricted to nor necessarily enhanced by occupation or position in the community, while the formal leadership is enhanced yet not necessarily restricted by occupation or position in the community. Informal leadership is built as a product of personal interaction, while formal leadership is a result of an institutional power base.

3. Leadership: Leadership is a product of interaction not status or position and is related to interacting variables of the person, group, situation, and past experiences. It is determined by how an individual reacts in a certain group and is not to be equated to authority because individuals are more bound by group policy than members of the group.[2]

4. Context Evaluation: A context evaluation is a statement or summary of existing circumstances, i.e., what is.

5. First Round Interviews: The first round of interviews are those conducted to identify attitudes of the formal community leadership. This is the initial method of identifying informal leaders.

6. Second and Third Round Interviews: These interviews are conducted as a result of information gathered in the first round of interviews. Here, informal leaders are interviewed.

7. Resource: Any human talents or physical capabilities which might be used to produce an experience considered as worth while by its consumer.

8. Community: Community is discussed primarily in this guidebook as a geographic setting. However, it may be a homogeneous grouping such as a school district's teachers.

9. Sense of Community: A sense of community is a feeling that implies unity and can be described through analyzing symptoms.

10. Problem: A problem is identified in this guidebook as being something that the community's leadership has identified as being a question that is unsettled and needs to be considered for solution.

11. Key Communicators: Key communicators come into contact with large numbers of people daily. Often found in situations similar to the "Four B's", bars, beauty shops, barber shops and banks, they are in a position to receive or send information to those with which they are in contact.

EXPECTED PRODUCTS

Products that can be utilized after data tabulation is completed include listings of:

1. The community's formal and informal leadership.

2. The community's problems as perceived by the identified formal and informal leadership.

3. Community resources as perceived by its formal and informal leadership.

4. Community resources as perceived by this formal and informal leadership in relation to identified problems.

5. Leaders who have identified specific problems.

6. People who ascribe leadership to others identified as leaders.

7. Leaders who are perceived as helpful, successful, or knowledgeable about the community.

8. Community organizations, agencies, and their respective leadership.

9. Representatives of agencies and organizations identifying a specific problem.

10. Formal and informal leaders by sub-community, i.e., geographic, or ethnic, religious, etc.

11. The perceptions of formal and informal leaders regarding problems and resources.

PRODUCT UTILIZATION

The number of ways the resulting products can be utilized in constructive school and community efforts is limited only by the imagination of the user. The following list suggests several of these methods for your consideration:

1. School/Community Communications System Improvement

   The formal/informal leaders can be identified as "key communicators" for the school system. These individuals come into contact with large numbers of people each day. Some key communicators are found in the four B's .... barbershop, bars, beauty shops, and banks ... They usually have lived in the community for some time. Through the "key communicators" the school can develop an open access to honest, accurate, and up-to-date information about the community. The "key communicator" knows the school will provide fast and factual information about the educational system or the community to him for dissemination to the neighborhood. Key communicators can function as rumor "squelchers". They contact the school system for accurate information regarding a current rumor and disseminate the facts to the appropriate people.

2. Program Implementation

   The successful implementation of a new program is not complete until the entire educational family understands and accepts it. Projects planned in isolation, though high in quality, often fail when rejected by an uninformed citizenry. Experience indicates that involvement in the planning and implementation stages of those affected by the project will significantly contribute to its success. You are probably familiar with stories of administrators who start a new system of reporting grades or initiate a school lunch program only to have complaining and irate parents terminate the project.

   Communication with the community's leadership will give the administrator an indication as to its feelings about a new proposed program. She/he can identify potential roadblocks and implement strategies to deal with them. Information identifying who in the community is considered helpful, successful, and knowledgeable about the community will assist the administrator

in picking key individuals to be involved in the planning process for new program implementation.

3. Facilitates the Change Process

Educators and lay citizens are often frustrated by roadblocks in their strategies for improvement and change. These obstacles can usually be labeled as human or organizational. Knowledge of the community's leadership can give the baffled change agent an idea of where to look for the human blockers.

4. Orientation of New or Recently Promoted Administrators

In order to effectively operate in a new administrative post, it is critical that the individual become quickly familiar with his/her community. Note: community can here be defined as a group with similar interests, i.e., a building or school system staff as well as a neighborhood, municipal or geographic area. The newly appointed principal of a large high school must quickly determine the leadership and attitudes of his or her staff. As a second example it is vitally critical that a recently employed superintendent quickly gain information about the community he or she will serve.

5. Provides current information about communities undergoing rapid growth.

Longtime school administrators of once stable communities are now experiencing problems gauging their communities. The residents who have lived in the community for a long time and their leaders are becoming the minority as the area increases rapidly in population. The community leadership/problem and resource identification process can give the school administrator an updated picture of the community's leadership and its attitudes.

6. Educational or Community Advisory Committees

Informal or formal leaders can be matched with other citizens who ascribe (attribute) leadership to them for the purpose of their involvement in educational and/or community decision making. Advisory committees can be formed with these individuals as the nucleus group. Councils vary in their intended scope and role. They may be formed at the building or the district level and may be wide in scope or narrow and include only a defined program such as Title I or curriculum

revision. In either case the involvement of recognized leaders can be critical to its success and effectiveness.

7. Problem Solving Task Forces

Groups of informal and formal leaders who have identified a particular school or community problem can be matched with those who represent the appropriate community resources, those who ascribed leadership to identified leaders, and other interested community residents to initiate problem solving activities. Through this process already interested people can work towards the solution of problems they have identified. Task forces might be formed on the following identified problems: juvenile delinquency, inadequate recreation programs, poor housing, racial unrest, needs assessment, extended school year study, goal setting, long range planning, the initiation of community education, etc.

8. Agency and Organization Coordination

The listing of community organizations, agencies, and their representative leadership can provide information for establishing coordination and cooperative planning efforts between the schools and these groups. It can also be used for establishing a municipal or township coordinating council to cooperate together in providing services for target populations.

9. Data Base for Goal Setting

The leaders' responses concerning community strengths, resources and problems become a data base that can be utilized as a point of departure for goal setting purposes. The responses are attitudinal and can be examined for validity. This helps in strategy development to reach a goal. For instance, the data might indicate that the alienation of youth in the community is one of the three most important problems. One of the problem statements was that there were not enough activities for youth. Community strengths and resources could be identified as talented people, good recreational facilities and a recreation department. Facilities could be evaluated in terms of variety, use, types of activites. The validation might be that there are good facilities but they are scheduled and used for boys and team sports and not for groups of youth or for individual and intra-mural activities.

10. Community Analysis

The leaders' responses giving their attitudes toward community problems, resources, and strengths becomes a basis for analyzing the extent to which the goals of community education are being achieved. The primary goals of community education are: (1) to promote the self-actualization of the community, its groups and individuals, (2) to promote the development of a sense of belonging by the individuals and groups to the community, and (3) to provide a democratic process whereby the community can effect and affect its development.

The following questions may be used in analyzing the data to gain perceptions on the extent to which these goals are being reached:

A. Is there a set of common understandings, goals, beliefs and values held by the community?

B. Is there unity within the community that allows it to function at an acceptable level?

C. Is there a tendency for large sub-groups to develop with opposing purposes, causing conflicts and tension with the community?

D. Are the institutions within the community (churches, schools, government agencies, etc.) viewed as positive community forces or as burdens to the taxpayer?

E. Do people have an opportunity to confront their problems as a group and solve them?

F. Do barriers exist that reduce opportunities for people to become actively engaged in working for social change, community change and institutional change?[3]

IMPLEMENTATION PROCEDURES

This portion of the guidebook describes the actual implementation of the model once someone decides the collected data will be beneficial to schools and community alike. It contains three (3) major sections which are as follows:

1.0 Planning Steps

2.0 Training Program

3.0 Project Supervision

1.0 Planning Steps reviews for the reader many of the subjects and activities which s/he must consider when planning for the project up to the initiation of the volunteers' training program.

2.0 The Training Program presents in outline form the major content, procedures and activities of the actual training program to be used by the project director as well as the necessary visual originals.

3.0 The Project Supervision section lists and explains the activities that must be carried out from the training session's completion to the final utilization of the data.

1.0 PLANNING STEPS

1.1 Determine exactly why community leaders, problems and resources need to be identified and how the information will be used, *i.e.:

a) To enable the person conducting the project to have a better understanding of the community. (This is especially appropriate for a person new to a community and/or school system or an individual who has been elevated to a higher level of administrative and regional authority.)

b) To improve the communication between school system and the community.

c) To identify community leaders and resources in order to more effectively involve them in the educational/community decision making and problem solving process.

d) To obtain other previously noted data.

* This decision will determine the extent of information, tabulation and analysis.

.2 Project a tentative time line for the project. Table #1 on the following page represents the approximate number of hours a project director and volunteer coordinator(s) devoted to the process in two different communities. Table #II depicts a sample time line in gantt chart form.

.3 Contact the superintendent and present the project's rationale, its tentative time line, a description of how the project will be conducted, and how the collected information will be used. Revise activities as his/her understanding, support and commitment to the project is critical.

.4 Schedule and conduct a presentation to the Board of Education to gain understanding, acceptance, and support of the project. (Not always necessary)

If both the superintendent and Board of Education are supportive, proceed with preliminary planning activities.

TABLE #I

APPROXIMATE NUMBER OF
MAN HOURS IN TWO COMMUNITIES
(does not include volunteer interview time)

	Community Population 6,000 (50 interviews conducted)		Community Population 50,000 (120 interviews conducted)	
	Project Director Hours	Volunteer Coordinator(s) Hours	Project Director Hours	Volunteer Coordinator(s) Hours
Preliminary Planning, i.e. -gaining support -identifying coordinator -identifying volunteers -etc.	6	8	15	30
Training Program	6	--	8	--
Setting Up Interviews	6	15	10	30
Data Tabulation	8	30	15	75
Data Analysis	8	--	20	--
Total Hours	34	53	68	135

TABLE #II

PROBLEM/RESOURCE IDENTIFICATION TIMELINE
COMMUNITY LEADERSHIP

1.0 Planning Steps	wk. 1	wk. 2	wk. 4	wk. 6	wk. 8	wk. 10	wk. 12	wk. 14
1.1-1.4 Obtain commitment	———	———	———					
1.5-1.9 Prepare for imple.			———	———				
2.0 Conduct Training Program				△				
3.0 Project Supervision								
3.1 Secure Phase #1								
Interview Appointments					———			
3.2 Tabulate Phase #1 Data					———	———		
3.3 Secure Phase #2								
Informal Leader Appointment						———	———	
3.4 Tabulate Phase #2 Data							———	———
3.5 Analyze & Report Phase								
#1 and #2 Data								———

.5 Identify one or two responsible non-controversial citizens who have lived in the community for some time, have demonstrated leadership abilities in the past, and would volunteer to assist the director in a project that would improve their schools and community. Members of PTA's, home room mothers associations, or any group which actively supports the schools and/or community projects may be a source for coordinators. These individuals will be responsible, along with the project director, for: a) identifying and recruiting volunteer interviewers (an already existing group may support this project as a service to the school) i.e., PTA, Jr. Chamber of Commerce, AAUW, Room Mothers Association, etc.; b) helping the project director identify the formal power structure for the first round of interviews*; c) making appointments for the volunteer interviewers with the formal leaders (first round interviews) and the informal leaders (second round interviews **; d) coordinating volunteer interviewers with their appointments; and e) collecting and tabulating the interview data.

*Note: This list may already exist in your community.

** Experience indicates that the number of second round interviews is usually one-half of the first round's number.

.6 Identify with the volunteer project coordinators, all known formal community leaders, i.e., any person who is either elected or appointed as head of a group, organization, club, or agency. The following segments of a community should be considered when identifying formal leadership: business, labor, education, government, clergy, the professions, service clubs, volunteer organization, senior citizens, ethnic groups, etc. It is possible that a service organization, i.e., Chamber of Commerce, will have a compilation of organizations listing their officers.

.7 The leaders' names, their organizations' name, the leaders' addresses and phone numbers are written on forms copied from the Interview Coordination Chart original provided in the back of the guidebook. (see form #1)

.8 Identify and recruit a group of volunteer interviewers who are known to be reliable and not controversial.

a) The project coordinator(s), once completely familiar with the project, can call prospective volunteers. Or, a presentation on the purpose and procedures of the project could be made by the project director at a regular meeting of an already established service group.

b) Upon identification of those willing to volunteer, send them a letter confirming their participation, thanking them for their assistance, and indicating the time and place of their training program. (see form #2)

.9 Prepare for the interviewer's training program.

a) Secure a place for the meeting.

b) Secure needed equipment, i.e., overhead projector, screen, extension cord, etc.

c) Completely familiarize yourself with the training program's outline, visuals, and handouts.

d) Have transparencies and materials made from the visual and handout originals found in the back of this guidebook.

e) Make arrangements for refreshments such as coffee and rolls to be served.

f) Practice using the transparencies.

g) Arrange all materials to be used in a manner which will minimize the waste of time.

2.0 TRAINING PROGRAM

A training program for volunteers will a) enable them to gain an awareness, understanding and acceptance of the project, b) give them a complete understanding of their responsibilities and procedures which they are to follow and, c) give them the skills and confidence necessary to complete their interview assignments.

Sample Program Objectives

At the end of the training program, each participant will be able to:

1. Verbalize at least three purposes of the project, three outcomes of the project and three ways the collected information will be used.

2. List his/her responsibilities as an interviewer.

3. Outline his/her interview procedure.

4. Verbalize that he/she feels comfortable conducting an interview and will continue as a volunteer interviewer.*

*Note: After the training program, some individuals may indicate an unwillingness to interview. This is perfectly acceptable. They should not be coerced in any way to do something which they feel uncomfortable about. They may volunteer to help make phone calls for interview appointments or tabulate collected information.

Agenda and Program Content

2.1 Welcome:

a) Introduce self and volunteer coordinators

b) "Break the ice" exercise, ask each person to do the following:

- State their name and where they live

- What their position in the community is, i.e., banker, housewife, plumber, school teacher, etc.

- Tell the group one good thing that happened to them today.

.2 Indicate that the project has the approval of the superintendent and the Board of Education.

.3 Tell the audience the purposes of the project.

You might list them on a blackboard, use a visual to project them on a screen, or give them a handout listing the purposes. (refer back to page 15)

.4 Outline to the group the expected results (products) of the project you have decided to conduct and how the collected information will be used. (give an example)

The use of a blackboard, transparency, or handout may be helpful at this point to clarify these points.

Remember, if the volunteers do not feel their efforts are worthwhile (#'s 3 & 4) your project will not succeed.

.5 Tell the volunteers the information collected by the project will be kept confidential and not used for personal or political gain.

.6 Review the project's procedure with volunteers:

a) At the end of this session those who will volunteer to interview formal and informal leaders will fill out a form on which they will indicate when they will be free to interview community leaders.

b) Later they will be contacted by the project director or a volunteer coordinator who will tell them the name of the formal leader(s) they will interview, his/her business or home address and phone number, and when and where it will take place.

Note: The volunteer will interview during the times she/he indicated they were able to do so.

c) Upon completion of the interviews, the volunteer will return the completed form to the director or project coordinator. This will complete Phase One, the first round of interviewing the community's formal leadership.

d) A week or so later the volunteers will be contacted again to interview several additional citizens. (informal leaders) The same procedure will be followed for interviews and scheduling. When the completed forms are returned, Phase Two, the identification and interviewing of the community's informal leadership will be completed and the perceived problems and resources will also have been identified.

.7 Review with the volunteers the role clarification sheet.

-use visual #1 and distribute form #3 after discussion of the visual.

.8 Review the interview form with the volunteers.

-use visuals #2 and 2a

a) The information at the top describes the person interviewed, with the exception of the last line. This portion of the form should be filled in by the volunteer before the interview.

b) Read each question aloud. Explain the question.

1) "What five (5) people..." The first three questions help identify the formal and informal power structure. These people are further identified as helpful, successful, or knowledgeable about the community.

2) "Segments of the Community..." It is important to know what groups in the community these people represent. Example: Business - Industry, Merchants, etc.; Ethnic-Black, Appalachian white, etc., Education-PTA, Administration, Board; Government-City, County, etc., clergy, professions, etc. Why? This information will assist the project director in communicating with these groups.

3) "How can they be contacted..." This information will help the director and/or the volunteer coordinators contact these people for the second round of informal interviews.

4) "Three (3) most important local problems..." Analysis of the collected responses will identify the communities problems as perceived by those interviewed. Example: Human Relations - alienation of youth, unconscious ethnic bigotry, lack of tolerance; etc., lack of communication, etc.

5) "Strengths or resources..." Strengths are intangible attitudes or identified evidence thereof. Resources are tangible and perceived as aids to the user. This information aids the coordination of people with problems and appropriate resources for problem solving. Example: Strengths-responsible community leaders, people work together in time of crisis: Resources-clergy, civic organizations, Human Relations Commission, P.A.L., etc.

Not only do we identify community leaders, problems and resources, but we also pinpoint who identifies what problems and what resources. This completes Phase One.

In Phase Two we will interview those individuals mentioned most often during Phase One but were <u>not</u> formal leaders. These are the informal leaders. The collected information from these interviews further serves to pinpoint and clarify the formal and informal leadership of the community as well as its problems and resources.

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Allow for general discussion of the questions. Do not proceed until you feel the volunteers know why they are involved in the project, what they will be doing, and what will happen as a result of their efforts.

.9 Interview Role Playing and Discussion

a) Pick a volunteer who seems to have a good feeling for the project and a pleasant sense of humor. Interview this person as you would want the volunteers to interview the leaders. Here are a few tips for the interview:

b) Make up a "fictitious" name, address, and phone number for the person being interviewed.

c) Indicate what position this person has in the community, i.e., president of Rotary or PTA.

d) Note to the group that you have already been given this information by phone from the project director or coordinator and you have recorded it on the interview form.

e) Have the volunteer role play that person and position.

f) Introduce yourself.

g) Remind the interviewee who scheduled the appointment and for what purpose.

h) Briefly describe the project.

i) Ask the interviewee each of the five (5) questions.

j) Be certain not to influence the interviewee's answers by interpreting the questions. Emphasize that the interviewee answer the questions according to his/her interpretation of the questions.

k) Take an adequate amount of time for the interview.

l) Write the responses on the interview form.

m) When recording the responses, be certain to have the interviewee tell whom each person represents and how the person can be contacted in questions A, B, and C.

n) Be certain to have the interviewee respond to question E in terms of question D. (The resources available could be used to resolve the specific problem(s) identified in D.)

Discuss the role playing

What things did they notice about the interviewer, the interviewee?

If group discussion does not bring out certain important points, mention them yourself.

.10 Volunteers Role Playing and Discussion

a) Handout interview form (form #4)

b) Have volunteers read the questions again.

c) Ask them to pair-up and choose a fictitious name and role. (the interviewee should not be him/herself)

d) Ask the volunteers to conduct an interview and record the information onto the interview form.

e) When the interviews are completed, have the volunteers reverse their roles...interviewer becomes interviewee.

Discussion questions .

f) How did you feel about the interview?

g) What did you notice about yourself as an interviewer, an interviewee?

h) What would you do to improve your interview?

i) Do the volunteers feel comfortable about the interview? If yes, proceed. If no, role play again.

.11 Obtain the volunteers available interviewing times.

Have the volunteers fill out the Volunteer Schedule Form as shown in visual #3.

a) Handout the Volunteer Schedule Form (Form #5)

b) Put visual #3 on overhead and review directions.

c) Collect schedules.

d) Hand out four or five interview forms to each volunteer (Form #4)

.12 Check your list of formal leaders with the group and check for personality conflicts.

Read, from your completed Interview Coordination Chart (Form #1) your list of formal leaders. The volunteers may identify someone you have forgotten.

Tell the group that, if there is someone on the list they personally would prefer not to interview, they should notify you after the session.

.13 Review Project Logistics

Volunteers will be contacted _____ by the project
(when)
director or coordinator(s) with information about who they will be interviewing, their addresses and phone numbers, who they represent, and the scheduled interview time. This information should be recorded on the interview form before the interview takes place. (indicate where the completed form should be delivered) After Phase One is completed, they will again be asked to interview the informal leaders. The same procedure will be followed.

.14 Concluding Remarks

a) Ask the volunteers if you met your objectives.

b) Point out that this will be a rewarding experience which will allow them to meet new and interesting people.

c) Thank them for participating.

3.0 PROJECT SUPERVISION

After the training session, the project director can then train the volunteer coordinator(s) to carry out most of the following steps under his/her direction.

.1 Securing Phase One Interview Appointments

With the completed Volunteer Schedule Forms and the completed Interview Coordination Chart as guides, the coordinator(s) can begin to make appointments by phone with the community's formal leaders. They might follow the general outline presented on Form #6 of this book during the phone conversation.

While the appointment is being scheduled, the appropriate information, i.e., day, date, time, and interviewer should be noted on the Interview Coordination Chart. When scheduled, the appointment information should then be communicated to the interviewer. He/she will then complete the interview at the designated time and place and return the completed form to the project director. The project director should indicate return of the completed interview by marking a check (✓) in the right hand column of the chart.

Follow the Interview Coordination Chart until every leader has been contacted, an appointment has been set for an interview, and an interviewer has been identified for the interview time and contacted.

Make sure that every volunteer has at least one interview. Schedule interviews no less than 45 minutes to one (1) hour apart. You must allow for the interviewer's commuting time.

Try to consider the volunteer's time. If a volunteer indicates several mornings or afternoons are free, try to schedule all of their interviews into one block of time if possible.

.2 Tabulation of Phase One Data

(It is best and less time consuming to tabulate this information on a daily basis)

Have copies of forms #7 and 7a and #8 duplicated and punch holes in the top (see original forms) for convenient storage in three ring binders.

Train the coordinators to tabulate the data from the interview form onto the tabulation forms.

Questions A, B, and C (#7 and 7a)

a) As Phase One Formal Leader interviews are returned, code each (upper right hand corner) with a three digit number, starting in ascending order with #000.

b) The name of each person identified in questions A, B, and C is written in the upper left hand corner of a Leader Tabulation Form on the line marked "Name of Identified." (<u>one</u> name <u>per</u> Leader Tabulation Form)
Note: if the same name is mentioned more than once on a <u>single</u> interview form, it is still noted only once on the Leader Tabulation Form.

c) The name of the person who was interviewed (the identifier) is written in the Phase #1 Formal Column of the tabulation form.

d) Indicate with a check (✓) in the appropriate box(s) if the identifier thought the identified leader was, (A) helpful, (B) successful, (C) knowledgeable, or any combination of these.

e) Record the group the <u>identifier</u> represents, below his/her name.

f) Record the group the identified represents below his/her name on the left side of the form.

g) Record the identifiers code number below the three boxes marked A, B, and C.

h) When a second interviewed leader identifies a person already recorded on a Leader Tabulation Form, (upper lefthand corner) the name of that identifier is similarly recorded, in the Phase #1 column, on that same Leader Tabulation Form. When counted, the total number of identifiers in the column indicates the rank of the identified leader. Columns A, B, and C can now be totaled to determine how this person is perceived, i.e., helpful, successful, and knowledgeable.

i) Continue this tabulation process for all responses to questions A, B, and C in Phase One.

j) After all interviews have been completed and the resulting data tabulated, sub-total each of the four (4) columns. The identified leader with the highest number of identifiers will have highest rank number, i.e.#1,

the leader with the second largest total will have the second highest rank number, or 2, etc. Note the rank number in the space provided for rank below the column.

Question D and E (Form #8)

a) Problems can be typed into the following groups: political,financial, community perceptions, education, human relations, crime, and cultural.

b) Write one problem type, per sheet, on the blank space after the word Group on Form #8.

c) Survey a few of the identified problems in each group. If they can be further broken down into categories, write each categories name, one per sheet, on the line marked Category. Example: Problem group, Human Relations--Categories: Alienation of youth, unconscious ethnic bigotry, lack of concern for older people, etc.

d) After reading each problem statement, record it under the appropriate group and category in the Problem Statement column.

e) Record in the next column, the resource(s) the interviewed leader identified which could be used to deal with that problem.

f) In the right hand column write the name of the identifier (the leader interviewed), the interview number, and who he/she represents.

g) Repeat this process until all problems, resources and identifiers have been tabulated.

.3 Securing Phase Two Informal Leader Appointments

Informal leaders are identified by analyzing the data collected in Phase One. Those persons not interviewed but mentioned 3 or more times in frequency, are informal leaders. (Three is an arbitrary figure. You may choose a larger number.)

Fill out a second Interview Coordination Chart with these informal leader's names, addresses, phone numbers, and the name of the organization or group they represent.

Schedule a meeting with the volunteer interviewers. (Optional - a second meeting may not be necessary). Ask them to again fill out a Volunteer Schedule Form indicating their available interview schedules. Conduct a Phase Two training session for interviewers, if the need arises.

Follow the same procedure for scheduling Phase Two informal leader appointments as was used in Phase One.

.4 Tabulation of Phase Two Data

Tabulate this data in the same manner as Phase One.

Note: (A) as Phase Two Informal Leader interviews are returned, code each with a three digit number, starting in ascending order with #100. (B) if an interviewed informal leader identifies an already noted person, use this person's already filled out Leader Tabulation Form and record the identifier(s) in the Phase #2 column. (C) expect to conduct approximately 50% fewer interviews during Phase Two.

.5 Tabulating Phase One and Phase Two Data

Questions A, B, and C

a) Total the sub-totaled columns. The totals indicate the number of times this leader was identified by both formal and informal leadership, and how those interviewed perceived him/her to be in terms of the three questions.

b) Identify from your two (2) Interview Coordination Charts which of the identified were formal and which were informal leaders by placing a circle around the F or the I below the name of each identified leader on the Leader Tabulation Forms.

c) Remove your Leadership Tabulation Forms from your three ring binder and reorder them, in descending order, according to the total number of identifiers. Replace them in the binder. You now have a totaled rank ordering of identified community leaders, and who they represent in descending order of frequency identified.

d) Alphabetize all interview forms according to the last name of the person interviewed.

e) Fillout the Composite Leadership Form (Form #9) using the information from the newly rearranged Leader Tabulation Forms and the interview number from the alphabetized interview forms. Put an (F) or (I) into the space provided under the Leadership Column to indicate type of leader. Copy the interview number obtained from the alphabetized list of those interviewed onto their Leader Tabulation Forms (upper left hand corner).

Questions D and E

a) From the Composite Leadership Form, record the rankings of the identifiers on the spaces provided on the Problem/Resource/Leader Tabulation Form (#8).

b) Remove your Problem/Resource/Leader Tabulation Forms from your three ring binder and reorder them in descending order of frequency according to grouped and categorized problem statements.

c) Form #10 is designed to facilitate the coordination of problems and resources with those who identified them. Total the number of times the problem groups and/or its categories were identified and record these numbers in the appropriate spaces on the left hand side of Form #10.

d) On the right hand side of Form #10 you can now record the leaders who identified a problem group and category by recording their original interview number, from Form #8, in the appropriate category*. Sub-total for each problem group the number of interview numbers in each category. When this process is completed for each problem, total the sub-totals. The total on the right should equal the total on the left.

*Note: category A on the left side of Form #10 corresponds to category A on the right side.

You now have a priority listing of problems and the leaders who identified them. From the Composite Leadership Form (#9) you can now identify which of these leaders are formal or informal and their leadership rank. You can also identify whether they are perceived as helpful, successful, or well informed in the community. This data can now be used for any of the uses cited in the product utilization section and many more.

Remember: Do not involve only the people identified in this process. Use their qualities and status to form the core group or nucleus around which the involvement of others may take place. Only then will you fully accomplish your task...only then will you contribute to the development of leadership capabilities in the community and demonstrate the democratic process as an educator.

FOOTNOTES

1. National School Public Relations Association, Citizens Advisory Committees, (Arlington, Va. 1973), p. 11.

2. Eastern Michigan University Interns of the Mott Leadership Program, An Analysis of the Community Power Structure of Muskegon, Michigan, (Flint, Michigan 1970), p. 2.

3. Clyde E. LeTarte and Jack D. Minzy, From Program to Process, (Midland, Michigan 1972), pp. 67.

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Form #1

INTERVIEW COORDINATION CHART

Formal or Informal (circle one)

	Appointments	Contact	Interviewer	Completed
Name of Leader Name of organization Address Phone #	M.T.W.T.F.S. Date Time			
Name of Leader Name of organization Address Phone #	M.T.W.T.F.S. Date Time			
Name of Leader Name of organization Address Phone #	M.T.W.T.F.S. Date Time			
Name of Leader Name of organization Address Phone #	M.T.W.T.F.S. Date Time			

Form #2

Volunteer Follow-Up Letter

Dear

Please consider this letter a formal thank you for volunteering to assist in the Community Leadership Problem and Resource Identification Project. Your assistance in this project will help improve communications between the school and community and increase community participation in planning. I am sure you will find participation in the project a rewarding experience.

A meeting to acquaint volunteers with the project and assist them in conducting interviews, is scheduled for

_____, _____, _____,
(day of week) (month and date)

at _____ a.m./p.m. at the _____
(time)

_____ building.

We are looking forward to your attendance.

Sincerely yours,

ROLE CLARIFICATION SHEET

Volunteer and Coordinator Roles

Volunteer's Role

a) Keeps all scheduled appointments on time.

b) Contacts the interviewee if the appointment cannot be met at the last moment. Reschedules, if possible, and informs the project coordinator of the change.

c) Listens without interpreting questions or reacting to responses.

d) Keeps personal interview information confidential.

e) Returns interview forms promptly (usually daily).

f) Note, if applicable, interviewee reactions to the survey, i.e., willingness to be a resource person, etc.

Project Director and Coordinator(s) Role (individual/team)

a) Schedules and/or coordinates interviews according to volunteer availability.

b) Contacts volunteers well in advance of the scheduled interview time.

c) Provides all necessary information to the volunteer, such as name of person to be interviewed, the group, organization, or agency he/she represents, their address and phone number and the time of the interview.

d) Provides all necessary materials to the volunteer.

e) Is responsible for project planning, training of volunteers, and collection, organization, recording, and analysis of data.

Visual #2/Form #4

INTERVIEW FORM

NAME_____#_____

HOME ADDRESS_____PHONE_____

BUS. ADDRESS_____PHONE_____

REPRESENTATIVE OF:_____

INTERVIEWED BY:_____DATE_____

A. If you had a plan for improving_____, what five people would you go to for help -- what segment (group or part) of the community do they represent? How can they be contacted?

Name	Segment	Phone # and/or Address

B. In your estimation, who are the five most successful (financially or influentially) people in _____? What segment of the community do they represent? How can they be contacted?

Name	Segment	Phone # and/or Address

C. If you wanted to gain the thinking of the community on an important issue, what five people would represent the feeling of the community? What segment of the community do they represent? How can they be contacted?

Name	Segment	Phone # and/or Address

INTERVIEW FORM (pg. 2)

D. What are the three most important local problems facing _____?

1.0

2.0

3.0

E. What are the strengths or resources of _____that should be used in dealing with these community's problems?

1.1

1.2

2.1

2.2

3.1

3.2

VOLUNTEER SCHEDULE FORM

NAME _____

ADDRESS _____

PHONE # _____

STARTING THE WEEK OF _____

DAYS AND HOURS MOST CONVENIENT FOR INTERVIEWING
(Check (✓) the days and times when you are available. If necessary, note exact time in the boxes, i.e., 11:00 - 12:00.)

MON.	TUES.	WED.	THURS.	FRI.	SAT.	
						morning
						afternoon
						evening
						morning
						afternoon
						evening
						morning
						afternoon
						evening
						morning
						afternoon
						evening

Form #6

OUTLINE FOR APPOINTMENT PHONE CALL

First Round Interviews:

a) Who you are

b) Representing

c) Purpose of project

d) You are a leader in this community. Your involvement in this project is important.

e) We would like to ask you a few questions in a short 10-15 minute interview.

f) All responses to the interviewer will be kept confidential.

g) Would you be available at _____ for a brief
(time and date)
interview?

h) Tell them who will be doing the interview.

i) Thank them for contributing their time.

Second Round Interviews

a) Who you are

b) Representing

c) Purpose of project

d) You have been identified as a leader.
(continue on as you would for the first round interviews)

Form #7

LEADER TABULATION FORM

_____ / Interview # _____

(Name of Identified)

F / I

_____

(Representative)

_____

_____

_____

_____

_____

Questions	A	B	C
(Name of Identifier) 1.			
(Group Represented)	#		
(Identifier) 2.			
(Rep)	#		
(Identifier) 3.			
(Rep)	#		
(Identifier) 4.			
(Rep)	#		
(Identifier) 5.			
(Rep)	#		
(Identifier) 6.			
(Rep)	#		
(Identifier) 7.			
(Rep)	#		
Sub-total (# of Identifiers)_____	A	B	C

Phase #1 Formal Questions

Formal Rank _____

Questions	A	B	C
(Name of Identifier) 1.			
(Group Represented)	#		
(Identifier) 2.			
(Rep)	#		
(Identifier) 3.			
(Rep)	#		
(Identifier) 4.			
(Rep)	#		
(Identifier) 5.			
(Rep)	#		
(Identifier) 6.			
(Rep)	#		
(Identifier) 7.			
(Rep)	#		
Sub-total (# of Identifiers)_____	A	B	C
Total:	A	B	C

Phase #2 Informal Questions

Informal Rank _____

Form #7a

LEADER TABULATION FORM

_____ /Interview # _____

(Name of Identified) F / I

_____

(Representative)

_____

_____

_____

_____

_____

_____

Phase #1 Formal

Questions	Questions A	B	C
(Name of Identifier) 8.			
(Group Represented)	#		
(Identifier) 9.			
(Rep)	#		
(Identifier) 10.			
(Rep)	#		
(Identifier) 11.			
(Rep)	#		
(Identifier) 12.			
(Rep)	#		
(Identifier) 13.			
(Rep)	#		
(Identifier) 14.			
(Rep)	#		
Sub-total (# of Identifiers)_____	A	B	C

Formal Rank _____

Phase #2 Informal

Questions	Questions A	B	C
(Name of Identifier) 8.			
(Group Represented)	#		
(Identifier) 9.			
(Rep)	#		
(Identifier) 10.			
(Rep)	#		
(Identifier) 11.			
(Rep)	#		
(Identifier) 12.			
(Rep)	#		
(Identifier) 13.			
(Rep)	#		
(Identifier) 14.			
(Rep)	#		
Sub-total (# of Identifiers)_____	A	B	C
Total:	A	B	C

Informal Rank _____

PROBLEM /RESOURCE/LEADER TABULATION FORM Form #8

Group _____

Category _____

Problem Statement	Resource	Name of Person & Organization
		Interview #___ (Identifier) Rank #___ (representing)
		Interview #___ (Identifier Rank #___ (representing)
		Interview #___ (Identifier) Rank #___ (representing)
		Interview #___ (Identifier) Rank #___ (representing)

Form #9

COMPOSITE LEADERSHIP FORM
(Descending Order of Frequency)

Rank	Name	Interview #	Frequency	Question A	Question B	Question C	Leader F / I
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
19							
20							
21							
22							

Form #10

COMPOSITE PROBLEM/LEADER FORM
(Descending Order of Frequency)

PROBLEM GROUPS & CATEGORIES	NO. OF LEADERS BY INTERVIEW #'s		
	Category A	Category B	Category C
#1. _____ (Group)			
A_____ (Category) No. _____			
B_____ (Category) No. _____			
C_____ (Category) No. _____			
Total _____	Sub Total_____	Sub Total_____	Sub Total_____
#2. _____ (Group)			
A_____ (Category) No. _____			
B_____ (Category) No. _____			
C_____ (Category) No. _____			
Total _____	Sub Total_____	Sub Total_____	Sub Total_____
#3. _____ (Group)			
A_____ (Category) No. _____			
B_____ (Category) No. _____			
C_____ (Category) No. _____			
Total _____	Sub Total_____	Sub Total_____	Sub Total_____

Form #10a

PROBLEM GROUPS & CATEGORIES	NO. OF LEADERS BY INTERVIEW #'s		
	Category A	Category B	Category C
#4. _____ (Group)			
A_____ (Category) No. _____			
B_____ (Category) No. _____			
C_____ (Category) No. _____			
Total _____	Sub Total_____	Sub Total_____	Sub Total_____
#5. _____ (Group)			
A_____ (Category) No. _____			
B_____ (Category) No. _____			
C_____ (Category) No. _____			
Total _____	Sub Total_____	Sub Total_____	Sub Total_____
#6. _____ (Group)			
A_____ (Category) No. _____			
B_____ (Category) No. _____			
C_____ (Category No. _____			
Total _____	Sub Total_____	Sub Total_____	Sub Total_____

Form #1

INTERVIEW COORDINATION CHART

Formal or (Informal) (circle one)

	Appointments	Contact	Interviewer	Completed
Name of Leader Thelma Faust Name of organization Senior Citizen's Club Address (home) 17 Kearney St. Phone # 885-4964	M.T.W.T.F.S. Date Time			
Name of Leader Harry Allen Name of organization Little League (lawyer) Address 2923 Kingston St. Phone # 885-6725	M.T.W.T.F.S. Date Time			
Name of Leader John Reed Name of organization Rotary Club Address #1 Kearney St. Phone #	M.T.W.T.F.S. Date Time			
Name of Leader Name of organization Address Phone #	M.T.W.T.F.S. Date Time			

Form #1

INTERVIEW COORDINATION CHART

(Formal) or Informal (circle one)

	Appointments	Contact	Interviewer	Completed
Name of Leader Harry Schwartz Name of organization Mayor City Council Address 4 American St. Phone # 885-2079	(M)T.W.T.F.S. Date 1/6 Time 10:00	Yes	Betty Fuller	
Name of Leader Mary Pillbottom Name of organization Pres. Board of Ed. Address 2874 Filbert St. Phone # 885-4083	(M)T.W.T.F.S. Date 1/6 Time 11:00	Yes Big White House Watch out for Dog	Betty Fuller	
Name of Leader Jerry Doer Name of organization Pres. Kiwanis Club Address 439 Dort St. Phone # 885-7321	M.T.W.T.F.S. Date Time		Nelson Purdy	
Name of Leader Ralph Smith Name of organization NAACP Address 27 Wilson St. Phone # 885-1657	M.T.W.T.F.S. Date Time			

INTERVIEW FORM

NAME Mary Pillbottom # 001

HOME ADDRESS 2874 Filbert PHONE 885-4083

BUS. ADDRESS PHONE

REPRESENTATIVE OF: Pres. Board of Education

INTERVIEWED BY: Betty Fuller DATE 1/6

A. If you had a plan for improving Anytown, what five people would you go to for help -- what segment (group or part) of the community do they represent? How can they be contacted?

Name	Segment	Phone # and/or Address
Joe Habin	Realtor	133 Steen
Dick Ridge	Bank Owner	#3 Pine Ave.
Harry Schwartz	Mayor	4 American St.
Bob Meyer	Motel Owner	Notell Motel, Shadylane
Ralph Smith	NAACP	27 Wilson St.

B. In your estimation, who are the five most successful (financially or influentially) people in _____? What segment of the community do they represent? How can they be contacted?

Name	Segment	Phone # and/or Address
Mable Johnson	Retired Businesswoman	2987 Kingston St.
James Spock	Judge	#27 Beverly Apts.
Harry Allen	Lawyer	2923 Kingston St.
Jerry Doer	Kiwanis	439 Dort St.
Harry Schwartz	Mayor	4 American St.

C. If you wanted to gain the thinking of the community on an important issue, what five people would represent the feeling of the community? What segment of the community do they represent? How can they be contacted?

Name	Segment	Phone # and/or Address
Jerry Doer	Kiwanis	439 Dort St.
Mable Johnson	Retired Businesswoman	2987 Kingston St.
Thelma Faust	Elderly	17 Kearney St.
Francis White	Doctor	41 White Lane
Jay Crook	Auto Dealer	279 West Court

INTERVIEW FORM (pg. 2)

D. What are the three most important local problems facing _____?

1.0 Youth behavior

2.0 Lack of reliable means of communicating with youth

3.0 Lack of community understanding of schools

E. What are the strengths or resources of _____ that should be used in dealing with these community's problems?

1.1 Trained educational leaders

1.2 Community youth house

2.1 Student council and youth groups

2.2 Clergy

3.1 PTA

3.2 Cooperation is improving

INTERVIEW FORM

NAME Thelma Faust # 100

HOME ADDRESS 17 Kearney St. PHONE

BUS. ADDRESS PHONE

REPRESENTATIVE OF: Elderly/Senior Citizens Club

INTERVIEWED BY: Dan Watson DATE 1/24

A. If you had a plan for improving _____, what five people would you go to for help -- what segment (group or part) of the community do they represent? How can they be contacted?

Name	Segment	Phone # and/or Address
Mary Pillbottom	Bd. of Ed.	2874 Filbert
Ralph Smith	NAACP	27 Wilson St.
Harry Schwartz	City Council	376 Beecher Apts.
Robert First	Little League	712 Mansion Park
Charles Wray	Chamber of Commerce	27-B Whitehall

B. In your estimation, who are the five most successful (financially or influentially) people in _____? What segment of the community do they represent? How can they be contacted?

Name	Segment	Phone # and/or Address
Mary Pillbottom	Bd. of Ed.	2870 Filbert
John Reed	Doctor Rotary	1 Kearney
Arthur Allen	Police Dept.	City Hall
Steve Walker	Business	465 Whit St.
Arron Watson	Black	19 Wilson St

C. If you wanted to gain the thinking of the community on an important issue, what five people would represent the feeling of the community? What segment of the community do they represent? How can they be contacted?

Name	Segment	Phone # and/or Address
Ralph Smith	NAACP	27 Wilson St.
John Reed	Doctor Rotary	1 Kearney
Arron Watson	Black	19 Watson St.
Jerry Doer	Kiwanis	439 Dort St.
Ken Sampson	Professional	1937 Curry Ct.

INTERVIEW FORM (pg. 2)

D. What are the three most important local problems facing _____

1.0 Unfounded rumors in community

2.0 Community hostility towards schools

3.0 Gang fighting

E. What are the strengths or resources of _____ that should be used in dealing with these community's problems?

1.1 School and continuing education advisory councils

1.2 Newspapers if used properly

2.1 Meetings between human relations commission, teachers association school board.

2.2 PTA

3.1 Inter-racial leadership

3.2 People are getting together to resolve problems

LEADER TABULATION FORM

Ralph Smith / Interview #004
(Name of Identified) (F) / I

NAACP
(Representative)
Black groups

Phase #1 Formal

Questions	A	B	C
(Name of Identifier) 1. Harry Schwartz			X
(Group Represented) City Council	#000		
(Identifier) 2. Mary Pillbottom	X		
(Rep) Board of Ed.	# 001		
(Identifier) 3. Jerry Doer	X		
(Rep) Kiwanis Club	# 002		
(Identifier) 4. Robert First	X	X	
(Rep) Little League	# 003		
(Identifier) 5. William Apple	X		X
(Rep) Taxpayer is League	# 021		
(Identifier) 6. Franklin Benson	X		
(Rep) PTA	# 017		
(Identifier) 7. Art Kramer	X		O
(Rep) JE's	# 009		
Sub-total (# of Identifiers) 7	A 6	B 1	C 2

Formal Rank #1

Phase #2 Informal

Questions	A	B	C
(Name of Identifier) 1. Thelma Faust	X		X
(Group Represented) Senior Citizens	#100		
(Identifier) 2. Harry Allen	X		X
(Rep) Little League/Lawyer	#101		
(Identifier) 3. John Reed	X		X
(Rep) Rotary Club	#102		
(Identifier) 4. Dorothy Gray	X	X	X
(Rep) PTA	#119		
(Identifier) 5. Randolph Blatt	X	X	
(Rep) Vol. fire Dept.	# 016		
(Identifier) 6.			
(Rep)	#		
(Identifier) 7.			
(Rep)	#		
Sub-total (# of Identifiers) 5	A 5	B 2	C 4
Total: 12	A 11	B 3	C 6

Informal Rank 2

Form #7

LEADER TABULATION FORM

Thelma Faust / Interview #100
(Name of Identified) F / (I)

Elderly
(Representative)

Phase #1 Formal

Questions	A	B	C
(Name of Identifier) 1. Harry Schwartz		X	X
(Group Represented) City Council	# 000		
(Identifier) 2. Mary Pillbottom			X
(Rep) Board of Ed.	# 001		
(Identifier) 3. Jerry Doer		X	X
(Rep) Kiwanis	# 002		
(Identifier) 4. Randolph Blatt	X		X
(Rep) Vol. Fire Dept.	# 016		
(Identifier) 5.			
(Rep)	#		
(Identifier) 6.			
(Rep)	#		
(Identifier) 7.			
(Rep)	#		
Sub-total (# of Identifiers) 4	A 1	B 2	C 3

Formal Rank 3

Phase #2 Informal

Questions	A	B	C
(Name of Identifier) 1. Harry Allen		X	X
(Group Represented) Little League/Lawyer	# 101		
(Identifier) 2. John Reed			X
(Rep) Rotary Club	#102		
(Identifier) 3. Robert First			X
(Rep) Little League	# 003		
(Identifier) 4. Ted Dross	X		X
(Rep) Methodist Church	# 115		
(Identifier) 5. Dorothy Gray		X	X
(Rep) AAUW	# 121		
(Identifier) 6. Nancy Thompson		X	X
(Rep) PTA	# 119		
(Identifier) 7.			
(Rep)	#		
Sub-total (# of Identifiers) 6	A 2	B 3	C 6
Total: 10	A 3	B 5	C 9

Informal Rank 1

PROBLEM/RESOURCE/LEADER TABULATION FORM Form #8

Group School/Community Relations

Category Lack of Communication

Problem Statement	Resource	Name of Person & Organization
P Lack of community understanding of schools.	1. Cooperation is improving 2. PTA	Pillbottom Interview #001 (Identifier) Board of Ed. Rank # 2 (representing)
T Community hostility toward school.	1. Meeting between human relations commission, teachers association, school board. 2. PTA	Thelma Faust Interview #100 (Identifier) Senior Citizens Rank # 4 (representing)
No input in decision making.	1. Educated citizens 2. Untapped community talent	Ralph Smith Interview # 004 (Identifier) NAACP Rank # 1 (representing)
Lack of student/teacher/parent communication.	1. Open house meetings at school for fathers. 2. PTA	Harry Allen Interview #101 (Identifier) Little League Rank # 5 (representing)

PROBLEM/RESOURCE/LEADER TABULATION FORM Form #8

Group Human Relations

Category Alienation of Youth

Problem Statement	Resource	Name of Person & Organization
Lack of dynamic recreation programs to keep kids busy.	1. Recreation Department & Commission 2. Recreation Facilities 3. Untapped citizen talent	Robert First Interview #003 (Identifier) Little League Rank # 7 (representing)
No organized activities for children under 15.	1. Community Service Organization 2. School Facilities	John Reed Interview # 102 (Identifier) Rotary Club Rank # 6 (representing)
P Youth behavior	1. Trained educational leaders 2. Community Youth House	Pillbottom Interview #001 (Identifier) Board of Ed. Rank # 2 (representing)
T Gang fighting	1. People are getting together to resolve problems 2. Police Department	Thelma Faust Interview # 100 (Identifier) Senior Citizens Rank # 4 (representing)

Form #9

COMPOSITE LEADERSHIP FORM
(Descending Order of Frequency)

ank	Name	Interview #	Frequency	Question A	Question B	Question C	Leader F	Leader I
1	Ralph Smith	004	12	11	3	6	X	
2	Mary Pillbottom	001	11	1	9	9	X	
3	Harry Schwartz	000	10	8	5	4	X	
4	Thelma Faust	100	10	3	9	5		X
5	Harry Allen	101	10	8	4	8		X
6	John Reed	102	9	7	3	6		X
7	Robert First	003	8	6	2	5	X	
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								
19								
20								
21								
22								

Form #10

COMPOSITE PROBLEM/LEADER FORM
(Descending Order of Frequency)

PROBLEM GROUPS & CATEGORIES		NO. OF LEADERS BY INTERVIEW #'s		
		Category A	Category B	Category C
#1. Human Relations (Group)				
A Alienation of Youth (Category)	No. 7	003 102 001 100 007 025 109	002 006 000 106 117	
B Black/White (Category)	No. 5			
C (Category)	No.			
Total	11	Sub Total 7	Sub Total 5	Sub Total -
#2. School/Community Relations (Group)				
A Lack of Communication (Category)	No. 4	001 100 004 101		
B (Category)	No.			
C (Category)	No.			
Total		Sub Total 4	Sub Total	Sub Total
#3. (Group)				
A (Category)	No.			
B (Category)	No.			
C (Category)	No.			
Total		Sub Total	Sub Total	Sub Total